DOCUMENT RESUME

ED 209 483 CE 030 502

AUTHOR Dale, Dorothy
TITLE Evaluation of Secondary Vocational Programs--The Wisconsin Model.
INSTITUTION Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
PUB DATE [81]
NOTE 16p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Educational Assessment; *Evaluation Methods; Federal State Relationship; *Models; Outcomes of Education; *Program Evaluation; Program Improvement; Research Methodology; Research Utilization; Secondary Education; Self Evaluation (Groups); Site Analysis; State Agencies; State School District Relationship; *Statewide Planning; *Vocational Education
IDENTIFIERS *Wisconsin Statewide Secondary Voc Program Eval Sys

ABSTRACT

In an attempt to promote optimal planning and improvement of local vocational programs as well as to be accountable for the distribution of vocational funds, the Wisconsin Department of Public Instruction, Bureau of Vocational Education, has, since 1976, sponsored the development of a statewide secondary vocational education program evaluation model. The Wisconsin Statewide Secondary Vocational Program Evaluation System has been piloted extensively and implemented on a five-year cyclical basis. Participating schools plan, conduct, and report a comprehensive self-evaluation as phase 1. In phase 2, schools host either a full external evaluation team, or, when resources are scarce, appropriate schools may elect to host a mini on-site visitation. For phase 3, Implementation of Evaluation Findings, schools develop short- and long-range plans for improvement based on findings from the self-evaluation and specific guidelines. Results over a five-year period show that the evaluation did make a difference in improving programs at the local level; and that the mini on-site visitation is an effective use of scarce resources. In addition, yearly composite evaluation reports based on self-evaluation data from participating schools have been published to aid state-level planners of vocational education in Wisconsin. (Author/KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED209483

Evaluation of Secondary Vocational Programs

- The Wisconsin Model -

Dorothy Dale

Co-Director, Vocational Evaluation Project

Center for Vocational, Technical and Adult Education

University of Wisconsin-Stout

Menomonie, WI 54751

715-232-1658

Running head: The Wisconsin Model

A descriptive report of a statewide model designed to evaluate secondary vocational programs for the purpose of [redacted] program improvement at the local level. This model, now in the fifth year of the first five-year cycle, has been revised following each year of implementation both to maintain a comprehensive, effective program evaluation system and to meet the challenge of dwindling resources at the local level.

CE030502

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

O. Nelson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Abstract

Since 1976, the Wisconsin Department of Public Instruction, Bureau of Vocational Education, has sponsored the development of a statewide secondary vocational education program evaluation model. The Wisconsin Statewide Secondary Vocational Program Evaluation System has been piloted extensively and implemented on a five-year cyclical basis. Participating schools plan, conduct, and report a comprehensive self-evaluation as Phase One. In Phase Two, schools host either a full external evaluation team, or, when resources are scarce, appropriate schools may elect to host a mini on-site visitation. For Phase Three, Implementation of Evaluation Findings, schools develop short and long-range plans for improvement based on findings from the self-evaluation and team reports. All three phases follow comprehensive and specific guidelines. Results over a five-year period show that the evaluation did make a difference in improving programs at the local level. In addition, yearly composite evaluation reports based on self-evaluation data from participating schools have been published to aid state level planners of vocational education in Wisconsin.

EVALUATION OF SECONDARY VOCATIONAL PROGRAMS

- THE WISCONSIN MODEL -

Introduction

Problem Studied

In an attempt to promote optimal planning and improvement of local vocational programs as well as to be accountable for the distribution of vocational funds, the Wisconsin Department of Public Instruction, Bureau of Vocational Education, in 1976, initiated and sponsored the development of a total vocational program evaluation system. In a cooperative effort of state and local personnel, coordinated by the Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout, the Wisconsin Statewide Secondary Vocational Program Evaluation System was developed, piloted extensively, and implemented on a five-year cyclical basis. The model, now in its fifth year of the first statewide five-year cycle, has been revised following each year of implementation both to maintain a comprehensive, effective effort and to meet the challenge of conservation of resources made critical in the light of national and state concerns for conservation of people, time, dollars, and road miles.

Related Literature

A review of evaluation literature as it pertained to systematic program evaluation was undertaken early in the

developmental phase of the project. Works by Stufflebeam (1971), Gephart (1973), Provus (1971), Weiss (1972), and Wentling (1975), were utilized in designing the original evaluation model. Analysis and comparisons of their models and strategies revealed commonalities and consistencies which were synthesized to form the methodology used for program evaluation basic design.

No related literature was uncovered to address conservation of resources in program evaluation. It was determined that the Wisconsin evaluation model, implemented and revised during 1977 through 1980, afforded the most current, valid, and available research information from which to innovate resource conservation procedures and instrumentation.

Evaluation Outcome Measures

Expected outcomes of the vocational program evaluation are prioritized on three levels.

(1) Local Level

Promote and assist in the evaluation of secondary vocational programs for the purpose of program improvement.

(2) State Level

Provide the Department of Public Instruction with valid and representative data upon which statewide planning of vocational education can be based.

(3) National Level

Help ensure accountability of funds allotted to local secondary vocational programs and to satisfy legislative requirements of program evaluation within a five-year cycle.

Goals of the Vocational Program Evaluation

The goals of the program evaluation define the scope of the process.

Major Goal One

Determine the effectiveness of the management of the comprehensive vocational education program.

Specific Goals.

1. Is there evidence of a functioning, systematic and comprehensive needs assessment system? Determine the strengths and weaknesses of the needs assessment phase of the program.
2. Examine the philosophy, goals and objectives of the program. Are the goals and objectives based upon the philosophy? Are goals and objectives stated, consistent, achievable, and measurable? Determine the strengths and weaknesses of the goals/planning phase of the program.
3. Does the program reflect identified needs of the district, its stated philosophy and objectives, sound administration and management, instructional practices, vocational guidance, and services to students with special education needs. Determine the strengths and weaknesses of the implementation phase of the program.

4. Determine whether the program provides adequate preparation for employment. Examine the product of the program to determine employability, preparation for post-secondary education, and satisfaction with the program.
5. Is there a systematic, ongoing program evaluation plan developed and in use which relates to the goals of the program? Determine the strengths and weaknesses of the evaluation phase of the program.

Major Goal Two

Determine the effectiveness of the occupational courses in various vocational education disciplines: Agriculture, Business Education, Marketing and Distributive Education, Health Occupations, Home Economics Education, Industrial Education.

Specific Goals.

1. Determine if the courses are preparing students for the world of work and/or for post-secondary educational training.
2. Determine if program offerings are comprehensive and/or can be realistically expanded to better serve the student.
3. Determine the effectiveness of current courses, how recently program offerings have been modified, deleted or upgraded and how effectively this was done.

4. Determine the presence/absence of sex role stereotyping and efforts made to reduce role stereotyping.
5. Determine the in-school articulation (general vocational studies and appropriate academic areas) and articulation between the local vocational program and the local community resources and other educational agencies within reach.

Major Goal Three

Determine the effectiveness of the sequence and exploratory levels.

Specific Goals.

1. Determine whether sequence courses are relevant, adequate, and available to a wide range of students.
2. Determine whether exploratory courses are relevant, adequate, and available to a wide range of students.

Evaluation Cycle

The Wisconsin Secondary Vocational Program Evaluation System consists of three interrelated phases: Self-Evaluation, External Evaluation, and Implementation of Evaluation Findings. Each of the three phases has a specific function defining the objectives of the program evaluation.

Phase One: Self-Evaluation

Purpose. Adapting and using the procedures and instrumentation contained in the Self-Evaluation Manual (Dale, 1981), participating schools (under the direction of the Local Vocational Education Coordinator--LVEC) plan, conduct, and report a comprehensive self-evaluation of the total vocational education program.

Process. The data-based evaluation system provides for questionnaire input from:

- Graduates of one and three years after graduation
- Employers of graduates
- Current students
- Vocational instructional and administrative staff
- Advisory committees

The first phase of the evaluation cycle covers twelve to eighteen months, depending upon the size and comprehensiveness of the program.

Outcome. The outcome of Phase One, the local Self-Evaluation Report, is a document which serves as a planning aid to the local district as well as a primary document for the on-site review.

Phase Two: External Evaluation

Purpose. Adapting and using the procedures and instrumentation contained in either the Team Visitation Guidelines (Dale, 1981) or the Mini-Visit Guide and Rating Scale (Dale & Klitzke, 1981) schools conduct an external on-site evaluation.

Process. The second phase of the evaluation cycle is completed in a two and one-half day visit by a team (selected from outside the district) of from five to thirteen vocational education professionals in the case of a full on-site visitation, or two to three in the case of a mini on-site visitation.

Outcome. The outcome of Phase Two is a written evaluation report containing conclusions, commendations/recommendations, and suggested solutions for program improvement.

Phase Three: Implementation of Evaluation Findings

Purpose. Adapting and using the procedures and instrumentation contained in the Utilization Manual (Klitzke, 1981), schools develop short and long-range plans for improvement of the vocational program based on findings from the self-evaluation and external on-site visitation reports. The value of a well done program evaluation lies in the utilization of findings towards program improvement. Bridging this gap between data and action forms the third and longest phase of the evaluation cycle (three to three and one-half years of the five-year cycle).

Process. The third phase of the evaluation cycle is completed by local district vocational staff and administration. There are five consecutive steps in utilization of findings:

1. Planning for utilization
2. Analyzing and interpreting findings
3. Setting priorities

4. Implementing changes

5. Evaluating impacts

Outcome. The outcome of Phase Three is a written program improvement plan for use at the local level designating:

- Strengths and maintenance strategies
- Recommendations for improvement
- Persons responsible
- Facility and resource needs
- Implementation priority
- Completion date

Evaluation Results

What has happened as a result of five years of state-wide coordinated, systematic evaluation of secondary vocational programs? Were expected outcomes achieved? Did it make a difference in the improvement of vocational programming?

Local Level

Assigning the goal of local program improvement as a first priority goal is the result of the determination that locals must be not only originators of data describing outcomes of vocational education, they must also be the foremost users of this information if any benefit is to result in the ultimate improvement of vocational education.

Since the project began in 1977, 196 funded secondary school districts have completed a comprehensive self-evaluation of their

local vocational programs with an additional 50 school districts scheduled to complete their self-evaluation in 1982. In addition, 171 of the above districts have undergone a full or a mini on-site visitation with 62 school districts scheduled to complete the process by December 1, 1982.

The main conclusion drawn regarding the conservation of resources is that the mini visitation is indeed a viable external evaluation alternative for appropriate schools feeling a budget crunch. Conservation of people, time, fuel, as well as dollars was achieved while still maintaining an effective program evaluation. Further validation of this innovative research effort will be effected in 1982.

Has there been an impact on local vocational programming? In her study of the Impacts on Schools and Team Members Participating In a Wisconsin Secondary Vocational Program Evaluation, 1978-80, Elizabeth Klitzke concludes that changes did occur in the vocational programs of most of the 58 schools involved. In addition, she found that participating on an on-site team served as a professional growth experience for team members as well as an impetus for change in their home programs.

State Level

As a result of the Educational Amendments of 1976, each state is cast in the role of vocational education master planner. The state plan must contain a statement of job skill needs, planned goals targeted toward achieving stated job skill needs,

and a description of program/course offerings designed to achieve these goals. Yearly statewide needs assessment data composited from a sample of LEAs was therefore targeted as the second priority goal.

The Third Annual Composite Evaluation Report for Secondary Vocational Education in Wisconsin (Dale, Klitzke, Larson, & Gertner, 1980) was published in March, 1981 to assist state level planners. It summarized the major findings and results of the program evaluation and exhibits in publication table format selected evaluation findings from self-evaluation data collected by the 58 schools participating during 1980. This report is developed specifically to provide outcome data for use by the Department of Public Instruction for statewide planning of secondary vocational education. Past composite reports have been used by the DPI as well as vocational educators of all levels and state legislators.

Annual composite data provide a perspective of secondary education in Wisconsin. Information from graduates, employers of graduates, students, staff and advisory committee members identified a number of program strengths such as the high employability of graduates, the expressed preference of employers to hire vocationally trained graduates, and the expressed satisfaction of both graduates and current students with their vocational program. Composite data also clearly displayed areas for improvement such as vocational services to students with special needs and membership in vocational student organizations.

Federal Level

Because national standardized outcome measures are not a reality at the present time, states can, at best, use vocational education data as an accounting function in response to federal reporting requirements. Composite data were therefore used by the Wisconsin Department of Public Instruction to help establish accountability of federally allocated funds. However, in addition, data from The Third Annual Composite Evaluation Report were also used by the American Vocational Association in 1981 to provide Congress with information on the value and effectiveness of secondary vocational education on the local level.

Educational Implications of the Study

This study details an evaluation design that is adaptable and transportable to a variety of situations.

It displays a unique and innovative alternative to the traditional external evaluation process. It implies that current societal constraints and concerns can and should impact positively on educational practice at the local and state level.

References

Dale, D. Self-Evaluation Manual for Wisconsin Secondary Vocational Programs (Revised). Menomonie, WI: Center for Vocational, Technical and Adult Education, UW-Stout, July, 1981.

Dale, D. Team Visitation Guidelines For Wisconsin Secondary Vocational Programs (Revised). Menomonie, WI: Center for Vocational, Technical and Adult Education, UW-Stout, July, 1981.

Dale, D. & Klitzke, E. Mini-Visit Guidelines and Rating Scale for Wisconsin Secondary Vocational Programs (Revised). Menomonie, WI: Center for Vocational, Technical and Adult Education, UW-Stout, July, 1981.

Dale, D., Klitzke, E., Larson, C., & Gertner, B. The Third Annual Composite Evaluation Report for Secondary Vocational Education in Wisconsin (Revised). Menomonie, WI: Center for Vocational, Technical and Adult Education, UW-Stout, 1978-80.

Gephart, W., Ingle, R., Saretsky, G. Similarities and Differences in the Research and Evaluation Process. Bloomington, IN: Phi Delta Kappa, 1973.

Klitzke, E. Utilization Manual For Wisconsin Secondary Vocational Programs (pilot). Menomonie, WI: Center for Vocational, Technical and Adult Education, UW-Stout, 1981.

References

Klitzke, E. Impacts on Schools and Team Members of Participating in a Wisconsin Secondary Vocational Education Program Evaluation, 1978-80. Menomonie, WI: Center for Vocational, Technical and Adult Education, 1981.

Provus, M. Discrepency Evaluation. Barkeley, CA: McCutchan Publishing Corporation, 1971.

Stufflebeam, D. Foley, W., Gephart, W., Guba, E., Hammond, R., Merriman, H., Provus, M. Educational Evaluation and Decision Making (PDK National Study Committee on Evaluation). Itasca, IL: F.E. Peacock Publishers, Inc., 1971.

Weiss, C. Evaluation Research. Englewood Cliffs, NJ: Prentice-Hall Inc., 1972.

Wentling, T. & Lawson, T. Evaluating Occupational Education and Training Programs. Boston, MA: Allyn & Bacon, Inc., 1975